3rd Grade Pacing Module 2 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Topic and Objectives | | Instructional Notes |
| **3.NBT.2**  **3.MD.1** | A | **Time Measurement and Problem Solving**  Lesson 1: Explore time as a continuous measurement using a stopwatch.  Lesson 2: Relate skip-counting by 5 on the clock and telling time to a continuous measurement model, the number line.  Lesson 3: Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.  Lesson 4: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.  Lesson 5: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.  **Combine Lesson 4 & 5**  **1 Day Math Task:** [Daily Schedule](https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf) | **Days: 4**  Problem Solving Task  [Daily Schedule](https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf)  **Combine Lesson 4 and 5**, relate counting forward and backward to addition and subtraction. |
| By the end of Topic A, your students should be able to:   * Tell and write time to the nearest minute * Measure time in intervals in minutes and hours * Use a number line to count time forward and backwards     Snapshot Assessments: [TFL Printable Snapshots](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) **Use only 3.MD.1** | | | |
| **3.NBT.2**  **3.MD.2**  3.NBT.8 | B | **Measuring Weight and Liquid Volume in Metric Units**  Lesson 6: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.  **1 Day Math Task:** [The Orange](http://gfletchy.com/the-orange/)  Lesson 7: Develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures.  Lesson 8: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.  Lesson 9: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.  Lesson 10: Estimate and measure liquid volume in liters and milliliters using the vertical number line.  Lesson 11: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units. | **Days: 6**  **3 Act Lesson (estimation)**  [The Orange](http://gfletchy.com/the-orange/)  **Remedial Lesson 9**, it is a repeat of Lesson 6 conceptually, but uses liquid volume. |
| By the end of Topic B, your students should be able to:   * Compose and decompose kilograms to understand the relationship of size and weight of grams and kilograms * Measure liquid volume using a vertical number line * Use estimates of volumes and weights to reason about one step word problems   SBAC Example: | | | |
| *2 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Tasks:**  **Measurement Centers/Activities:** [Howard County 3.MD.2 centers](https://grade3commoncoremath.wikispaces.hcpss.org/3.MD.2)  Snapshot Assessments: [TFL website..Printable Snapshots](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) **Use 3.MD.2 A and B**  [“How Does it Measure Up?” Assessment Performance Task](http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/How-does-it-all-Measure-UpTask-and-Rubric-Module-2.pdf?697a0d)  [**Engage NY Module 2 Word Document Assessments**](https://www.engageny.org/resource/grade-3-mathematics-module-2) | | | |
| **3.NBT.1**  **3.MD.1**  **3.MD.2** | C | **Rounding to the Nearest Ten and Hundred**    Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line.  Lesson 13: Round two- and three-digit numbers to the nearest ten on the vertical number line.  **Combine Lesson 12 & 13**  Lesson 14: Round to the nearest hundred on the vertical number line. | **Days: 2**  Use beakers in the concept development of **Lesson 12 & 13**, using both two and three digit numbers. |
| By the end of Topic C, your students should be able to:   * Draw a vertical number line * Measure and use place value understandings and the number line as a tool to round 2,3, & 4 digit measurement to the nearest 10 or 100. | | | |
| **3.NBT.2**  3.NBT.1  3.MD.1  3.MD.2 | D | **Two- and Three-Digit Measurement Addition Using the Standard Algorithm**  **Combine Lesson 15 & 16 – Be sure to include problems that require regrouping once and**  **twice.**  Lesson 15: Add measurements using the standard algorithm to compose larger units once.  Lesson 16: Add measurements using the standard algorithm to compose larger units twice.  Lesson 17: Estimate sums by rounding and apply to solve measurement word problems. | **Days: 2** |
| By the end of Topic D, your students should be able to:   * Measure and round to solve problems * Use estimations to test reasonableness of sums and differences * Precisely calculate using standard algorithm | | | |
| **3.NBT.2**  3.NBT.1  3.MD.1  3.MD.2 | E | **Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm**  **Combine Lesson 18 & 19 – Be sure to include problems that require regrouping once and**  **twice.**  Lesson 18: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.  Lesson 19: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.  Lesson 20: Estimate differences by rounding and apply to solve measurement word problems.  Lesson 21: Estimate sums and differences of measurements by rounding, and then solve mixed word problems. | **Days: 3**  **Problem Solving**  **See SBAC problem below**  **Lesson 20** does not present new skills. |
| By the end of Topic E, your students should be able to:   * Measure and round to solve problems * Use estimations to test reasonableness of sums and differences * Precisely calculate using standard algorithm   Snapshot Assessments: [TFL Printable Snapshots](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) **Use 3.NBT.2**    Suggested Task: | | | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  [**Engage NY Module 2 Word Document Assessments**](https://www.engageny.org/resource/grade-3-mathematics-module-2) | | | |
| ***Total Instructional Days: 21*** | | | |

Links Used:

“How Does it Measure Up?” Task: <http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/How-does-it-all-Measure-UpTask-and-Rubric-Module-2.pdf?697a0d>

“The Orange” Task : <http://gfletchy.com/the-orange/>

“Daily Schedule” Task: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/3rd-Math-Unit-6.pdf>

